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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: the relationship between readability of written material and reading competency of upper middle class adult readers, the economic benefits of adult basic education in Alabama, structured tutoring in the community college, the effect of a college reading improvement program on reading achievement, the effect of reading instruction based on science content on engineering technology students' reading ability, the effects of training in rapid reading on the comprehension of time-compressed speech, the effects of affective training on test anxiety and reading test performance, components constituting effective adult basic education programs, the effects of cloze exercises on the reading achievement of college freshmen, the effectiveness of a modified version of SQ3R on university students' study behavior, the effects of underlining on comprehension and retention of textbook material, the relationship between self-estimation of reading ability and personality factors in college freshmen, and the relationship between standardized reading test scores and reading and writing grades of college freshmen. (GT)

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THE RELATIONSHIP BETWEEN READABILITY OF WRITTEN MATERIAL AND READING COMPETENCY OF UPPER-MIDDLE CLASS ADULT READERS Order No. 7902063

ABRAM, Marie Joanne, Ph.D. The Ohio State University, 1978. 121pp. Adviser: Professor William D. Dowling

The study was in three parts: (1) an experimental portion, (2) a survey portion, and (3) a descriptive analysis of the 32 books included on the survey instrument. The population consisted of 28 women enrolled in a parent education program. In the experimental portion of the study readability of written material and reading competency of the reader were studied in relation to comprehension of the reader. Reading materials were randomly assigned and reading competency of the women was measured. A 2 x 2 factorial design showed non-significant main effects and interaction for the two levels of reading materials (ninth and fifteenth grade) and two levels of reading competency (lower and higher). Examination of the four cells showed that the lowest number of errors were found in "matched" cells. "Matched" was defined as women with lower reading competency receiving ninth grade materials and women with higher reading competency receiving fifteenth grade materials. Women with lower reading competency receiving fifteenth grade materials had the highest number of errors. Women with higher reading competency receiving ninth grade materials had a higher error rate than women in the "matched" cells. This last finding was unexpected and interpreted as possibly indicating boredom.

The survey portion of the study asked women to indicate which of 32 parenting books they had partially or totally read. Separate analyses were made for books reported partially and totally read. Pearson product-moment correlations of women's reading competency and readability level of the books reported were non-significant. The mean readability level of the 32 parenting books was 59.10 or at the reading level of the average high school student. The median educational attainment of the women was a baccalaureate degree. Therefore, it was concluded that the non significant finding may have been the result of the low readability level of the books in comparison to the reading competency of the readers.

The third portion of the study described the 32 parenting books listed on the survey instrument according to author(s) professional or work experience, topic area of the book, and readability level of the book. Books were also ranked according to the number of times they were reported as having been read. The book reported as having been partially read most frequently was Parent Effectiveness Training by Thomas Gordon followed by Baby and Child Care by Benjamin Spock. The books reported as having been totally read most frequently were Your Child's Self-Esteem by Dorothy Briggs and Baby and Child Care by Benjamin Spock. In addition, a contrast was made of the mean number of books reported as having been partially and totally read by women with lower and higher reading competency. It was found that women with higher reading competency had read more books partially than totally. Also, women with higher reading competency had read more books partially than totally and had read more books partially than women with lower reading competency had read either partially or totally. This was interpreted to possibly indicate that women with greater reading skill may be bored, using proactive reading techniques, or both. Proactive reading is the purposeful partial reading of a book to seek answers to predetermined questions.

THE EFFECT OF STUDY SKILLS INSTRUCTION AND SELF-CONCEPT EXERCISES ON STUDY HABITS AND SELF-CONCEPT OF COLLEGE STUDENTS WITH ACADEMIC DIFFICULTIES: A SINGLE SUBJECT APPROACH Order No. 7812125

ASKOUNIS, Anna Constantina, Ed.D. University of Virginia, 1977. 81pp. Chairman: William H. Van Hoose

Students with academic difficulties and concerns have been and continue to be an area of interest for college counselors. Whether the problem focuses upon a particular subject area, poor study habits, or anxiety over lack of ability or poor achievement, almost all students experience some academic difficulty at one time or another in their college career. Oftentimes, this difficulty is accompanied by lowered feelings of self-esteem and self-worth. Unfortunately, in an effort to deal with the specific academic difficulty, the affective component of students with academic difficulties often is overlooked.

This study was an attempt to deal with that affective component. Its purpose was to explore two treatment programs in an effort to examine their efficacy for students with academic concerns. The two programs consisted of treatment one, an integrated approach involving both study skills instruction and self-concept exercises, and treatment two, study skills instruction alone.

The study began in September 1976, with three volunteer masters level students who voiced concern over their particular academic difficulties. The three students were assigned randomly to either treatment one – study skills instruction and self-concept exercises; treatment two – study skills instruction alone; or treatment three – a control person, who received no treatment.

The students assigned to treatments one and two met with a counselor for an hour each week for six weeks. During that time, specific areas were discussed. Treatment one consisted of traditional study skills instruction (organizing time, scheduling, previewing, the use of the directed-reading-thinking activity or DRTA, speed reading techniques, the survey, question, read, recite, review or SQ3R, taking exams, and taking notes), as well as selected self-concept exercises (personal unfoldment, life chapters, achievements and satisfactions, values clarification, personal strengths, and life style planning). Treatment two consisted of the study skills instruction, listed above, alone.

Instrumentation involved pretest, posttest, and follow-up measures on number of hours studied per week, as well as on an author-constructed self-description instrument. In addition, the Personal Orientation Inventory (POI) was administered on a pre- and posttest basis to measure movement in self-concept or self-actualization. For general informational purposes, biographical data sheets were completed and students were asked to complete a counseling evaluation form.

Analysis of the data did not show statistically significant differences for subject one, subject two, or subject three in terms of number of hours studied. However, subject one did show a consistent upward trend. Subject one also showed an increase on the self-description instrument, as well as on the POI score. This seemed to uphold the hypotheses that subject one, receiving both study skills and self-concept exercises, would show increases on all measures.

The results of the study and the implications for college counselors, counselor education programs, and future research are discussed.

THE ECONOMIC BENEFITS OF ADULT BASIC EDUCATION IN THE STATE OF ALABAMA: A DELPHI APPLICATION

Order No. 7905388

BATTEN, John Randolph, Ph.D. The University of Alabama, 1978. 197pp.

The primary purpose of this study was to determine the economic benefits accruing to society as a result of public investment in the Adult Basic Education (ABE) program in the State of Alabama and the southeastern region of the United States. A review of related literature revealed the complexities involved in defining economic benefits resulting from an investment in human capital. An appreciation of the difficulties involved in identifying the economic benefits of ABE was instrumental in the selection of the Delphi technique as the methodology to be applied to this investigation.

Three rounds of questioning were conducted in order to generate statements of economic benefit and to arrive at a consensus of group opinion among the twenty-one participants in each round of questioning. The participants were chosen by an independent committee, using the criteria of expertise and knowledge in the area of ABE for selection purposes.

The participants identified thirty-four statements of economic benefits resulting from the provision of the ABE program. Six of these statements generated several specific items describing benefits resulting from the generic benefit statements. A total of ninety-three economic benefits were identified in this study.

The economic benefits described by participants were divided into categories of related content and were ranked in order of mean group responses on two scales; "consonance" and "future economic benefit". All benefits listed were analyzed by rank and the interquartile range calculated for each response. Benefits with high and low ranks, and those with broad and narrow interquartile ranges were emphasized in the treatment of the data.

The implications drawn from the results of this study should be viewed as potentially contributory toward the revision of the current State of Alabama ABE information system. Methods and techniques of collecting data that could enhance public knowledge of the benefits of such a program should be improved. Fundamental criteria for program improvement would serve to identify precise program components and economic benefits which could be measured.

AN EVALUATION OF EFFECTIVENESS IN A SUMMER ORIENTATION COURSE FOR FRESHMEN AT A UNIVERSITY STUDY SKILLS CENTER

BROWER, Robert Michael, Ed.D. University of Southern California, 1978. Chairman: Professor Clive L. Grafton

Purpose. This study was to investigate effectiveness of a summer orientation course for freshmen given by the University Study Skills Center, San Diego State University, during the summer of 1978, as perceived by 135 students. Questions of the study were: (1) What were student course expectations prior to beginning the orientation course? (2) Were students satisfied that objectives of the course were met immediately after the orientation course? (3) Were students satisfied that course objectives were met one semester after the orientation course? (4) What suggestions for a successful orientation course would students make?

Procedures. Questions were refined and developed into three separate questionnaires. Questionnaire I was given to students in the classroom immediately prior to beginning the course. Questionnaire II was administered to students at a final session of the orientation course. Questionnaire III was mailed one semester after completion of the course to all finishing students. All questions were tabulated for frequency counts and percentages, and responses to open-ended questions were analyzed.

Findings. (1) Students were most concerned about the practical considerations of how to register for classes and course programming. (2) Students expected the orientation course to ease the transition from high school to college. (3) Students highly expected the course to provide information about graduation and degree requirements. (4) Preparation for study skills and academic techniques were highly expected. (5) Students agreed that the course ought to provide a realistic overview of future freshman experiences. (6) Students were in general agreement that the course would increase their chances for academic success. (7) Understanding the values of a college education was expected by most students. (8) Preparation to deal with extracurricular life was mildly expected by the student. (9) Students were undecided on the clarification of career goals as a necessary part of the orientation course.

Conclusions. (1) Students expect the content of an orientation course to concern itself with the immediate and practical problems of freshmen. After a semester of college, students begin to desire solutions to more abstract and distant problems. (2) Students agree with the benefits to be had through an orientation course. Students would recommend an orientation course to friends. (3) Of greatest value to freshmen in the orientation course is the easing of the anxiety that exists upon entering college.

Recommendations. (1) Colleges should institute orientation programs which ease the transition from high school to college. (2) Consideration of orientation course content ought to include those items which students consider to be most beneficial. (3) A rationale for including sections on the higher learning and/or abstract concepts of career choice should be based on other reasons than freshman recommendations. (4) Summer orientation courses should be given to students with excitement, few lectures, and much class discussion in order to keep student attention. (5) Freshman students will value academic and/or intellectual course content if it is perceived as being immediately useful.

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STRUCTURED TUTORING IN THE COMMUNITY COLLEGE: THE EFFECT ON READING GROWTH, ON CUMULATIVE GRADE POINT AVERAGE, AND ON SELF-CONCEPT

Order No. 7823420

BUTLER, Margaret Newman, Ed.D. Brigham Young University, 1978. 339pp. Chairman: Darwin F. Gale

This study, which investigated the effectiveness of a structured tutoring model among community college tutees, was carried out at Evergreen Valley College in San Jose, California for a 12-week period during spring, 1977. Sixty tutees who read at a 10.9 grade level or below were randomly assigned to experimental and control groups. Tutors were peers, approved for academic tutoring, who read at a 10.9 grade level or above. Structured tutors were trained in the structured tutoring model; nonstructured tutors used a traditional tutoring method. Reading growth and self-concept were measured in a pre and posttest design, using the WRMT and the TSCS, respectively.

Results indicated that reading grade level was significantly improved for structured tutees. Benefit accrued to students whose initial self-concept was low and who were 23 years of age or older. Structured tutoring was found to have no significant effect upon change in cumulative GPA. It was concluded structured tutoring is effective in improving reading skills for community college tutees.

THE EFFECT OF A COLLEGE READING IMPROVEMENT PROGRAM ON READING ACHIEVEMENT Order No. 7900142

CHAMBERS, Mary Ella Green, Ed.D. Mississippi State University, 1978. 58pp. Director: Dr. John P. Wollenberg

The problem of this study was to determine whether two groups of college developmental reading students who participated in either an individualized reading program or a traditional reading program differed significantly from one another in vocabulary skills, comprehension skills, and total reading skills, and from a control group which received no special instruction in vocabulary skills, comprehension skills, and total reading skills.

The sample used in this study consisted of 120 black college freshmen attending a predominantly black university located in central Mississippi during the 1977-78 school year. Subjects were selected to participate in the study on the basis of their pretest achievement scores on the California Achievement Test, Reading-Level 5, Form A. Classes were selected from the master class schedule from the Office of Records.

A pretest and post-test design was used in the study. The pretest was administered to all participants during January of the 1977-78 school year. The California Achievement Test, Reading-Level 5, Form A was used as the pretest.

Eighty students enrolled in Developmental Reading 101 made up the two experimental groups which were divided into four sections. Forty students were assigned to each group, the individualized reading program and the traditional reading program. Each group was taught by a different instructor. The remaining forty students were called the control group which received no special instruction in reading or study skills during the Spring Semester (1978).

The duration of the treatment in this study was nine weeks, and it consisted of two lessons per week for fifty-minute periods.

After nine weeks of instruction, students were administered the post-test of achievement. The California Achievement Test, Reading-Level 5, Form B was used as the post-test and was administered in March, 1978.

Analysis of covariance was used to determine whether significant differences existed among the three groups on the variables of vocabulary skills, comprehension skills, and total reading skills. The Duncan's Multiple Range Test was utilized to identify means which were significant. The criterion used for rejecting the null hypotheses was the .05 level of significance.

The results of the study revealed that students are able to read better when they receive specialized instruction in reading over a nine-week period. The gains in their reading vocabulary were not significant, but the gains in their reading comprehension were so great that a total effect was observed. In both the comprehension and total reading gains, the individualized instruction approach effected greater gains than the traditional method which was better than no specialized instruction in reading.

IMPROVING THE DELIVERY OF COLLEGE READING AND STUDY SKILLS INSTRUCTION THROUGH THE USE OF AN ITERATIVE PROCESS Order No. 7813637

DICKSON, Daryl Marye, Ph.D. The University of Michigan, 1978. 75pp. Chairman: Donald E. P. Smith

The attrition rate among Opportunity students at The University of Michigan in 1973 was 40%. One effect of this information was an attempt to improve the support system, specifically, training in academic skills. Hence, a procedure for providing reading and study skills training for these minority students was developed over a three year period as part of the Summer Bridge Program (SBP). This is a study of the efficacy of that effort.

The delivery system, which was teacher-centered in the first year (SBP 1975, N=51) was changed in the second year (SBP 1976, N=46) by the addition of individualized instruction, and by the further addition in the third year (SBP 1977, N=59) of contingency contracting and homework monitoring. The relative effectiveness of the instructional systems employed each year was determined by assessing learner performance on the following dependent measures: 1. Number of class sessions attended 2. Reading skills as measured on the Diagnostic Reading Test a. reading rate b. comprehension c. reading efficiency 3. Number of reading practice exercises completed in-class 4. Number of reading practice exercises completed as homework 5. Number of pages completed in Quest (Cohen, et al., 1973).

The statistical methods employed to complete this investigation included analysis of variance (ANOVA), analysis of covariance (COVAR), and a test of independence (Chi-Square). The results of these analyses demonstrated that upon entry to the SBP the participants had comparable skills in reading rate and efficiency. Differences were shown in entering comprehension scores. The analyses showed significant differences between SBP 1977 and both SBP 1975 and SBP 1976 for class attendance, the number of reading exercises done in-class and as homework, and the number of pages completed in Quest. Learner performance on in-class exercises and homework assignments, unlike reading skill development, was shown to be dependent upon class attendance.

Within the limitations of the quality of student and the available materials, the following conclusions about the relative effectiveness of the three treatment conditions can be drawn. 1. Best gains in reading skill, defined as rate and efficiency, occur under the condition of a teacher-centered system. 2. Neither the teacher-centered delivery system nor the dual learner-centered and teacher-centered delivery system will, by themselves, increase the number of instructional tasks in study skills completed. 3. The dual learner-centered and teacher-centered delivery system with contingency contracting and a method of monitoring homework performance, implemented as part of SBP 1977, is the most effective treatment condition of those studied.

An important implication resulting from this work is that effective instructional programs can be engineered by following an iterative developmental process.

THE EFFECT OF READING INSTRUCTION BASED ON SCIENCE CONTENT ON THE READING ABILITY OF A GROUP OF ENGINEERING TECHNOLOGY STUDENTS Order No. 7911236

EISENBERG, Anne M., Ph.D. New York University, 1978. 130pp. Chairman: Professor John S. Mayher

This study was designed to test the effect of reading instruction based on science content on the reading ability of a group of engineering technology students.

It was undertaken in the light of recent criticism of the skills model, which dominated reading instruction at all levels during the period 1940-1970. The skills model is characterized by emphasizing specific reading skills and deemphasizing the students' backgrounds, knowledge and experience. Further, it assumes that failure in comprehension can be traced to the failure of a reading skill, which can then be consciously acquired by a student in a reading class.

A number of current psycholinguistic models of the fluent reading process, in contrast, suggest that instruction in reading should not be approached as the delivery of a series of isolated skills. In these models, the term "reading" is synonymous with comprehension; and the process of comprehension is defined as the relating of the new to the known. These models stress the importance of prior knowledge, interest and experience on the reader's part, arguing that the fluent reader is one who characteristically goes beyond the information given. In these models the comprehension of discourse is seen not simply as a matter of applying linguistic knowledge, but as a process that is integrally related to one's knowledge of the world.

Such models strongly suggest that the nature of the contents of materials used in reading classes be determined on the basis of the background knowledge and experience of the readers, and that such a choice would be a factor in promoting reading fluency.

In the light of these models, the researcher chose an area for readings which was closely related to engineering technology students' experiential backgrounds, and then devised an experiment to see if their reading abilities would develop differently if they were instructed in reading strategies using content from such an area.

The following procedure was used: all entering engineering technology students at a participating community college who were required to take a reading course were assigned at random to two groups. One group (N=80) was instructed in a series of reading strategies using excerpts from introductory technology textbooks and related materials, all of which dealt with the application of basic physical principles. Topics included basic electricity, control systems, servo-mechanisms, the nature of materials, and other subjects related to the application of basic physical principles. The other group (N=44) was instructed in the same series of reading strategies using passages and excerpts from introductory textbooks in community college general electives, including psychology, sociology, history, humanities, and health education. Topics included marriage forms, psychological defense mechanisms, the nature of social groups, the origins of popular music, and the use of alcohol and tobacco.

At the beginning and end of the 11 week period in which the lessons were conducted, students were given tests of their general and science reading ability.

Two second order partial correlations were computed to detect the relationship between the posttests and the groups: (1) the correlation between the groups and the science reading posttest scores with teacher and science pretest effects partialed out; and (2) the correlation between the groups and the general reading posttest scores with teacher and general pretest effects partialed out.

Analysis of the data indicated that there were significant differences in the means between the experimental and control groups on both science reading and general reading posttests, as evidenced by significant second order correlations between the groups and the posttests with teacher and pretest effects partialed out.

The differences in reading scores between the experimental and control groups suggest that the use of technical materials may be more effective than general materials in improving technical students' reading ability. Further, the results of the experiment suggest that content which draws upon students' experiential backgrounds is a factor in the development of these students' reading ability.

THE EFFECT OF A "HEAVY" READING EMPHASIS IN TWO INDIVIDUALIZED COURSES IN AIR FORCE TECHNICAL TRAINING UPON GENERAL READING AND JOB-RELATED READING ABILITY

Order No. 7820517

HARDING, Evelyn Andre Klenke, Ph.D. University of Colorado at Boulder, 1978. 181pp. Director: Professor Philip Langer

The term "literacy gap" is often used by the military to describe the mismatch between the readability of training materials and the reading skills of personnel who must use them. Efforts to reduce this gap have been in terms of either improving the reading materials or improving the literacy skills of personnel.

This study investigated an alternative method for improving general reading and/or job-related reading ability of Air Force personnel. It assessed the effects of instruction in two individualized Air Force Technical Training courses which include heavy reading emphasis upon these reading abilities.

Specifically, the study attempted to answer the following questions:

1. Does instruction in these two individualized courses, with their heavy reading emphasis, improve general reading ability and/or job-related reading ability?
2. Are the effects (if any) different depending on entry level skills or particular Air Force course?
3. To what extent do the Nelson-Denny Reading Test, JORP Test, and Pre-assessment Measures predict within-course performance of Inventory Management trainees?

A quasi-experimental design, the Separate-Sample, Pretest-Posttest Design, was used. Subjects were 253 airmen in the Inventory Management (IM) course and 58 airmen in the Materiel Facilities (MF) course at Lowry Air Force Base, Colorado.

Two tests of reading ability were used: (1) the Nelson-Denny Reading Test for measuring general reading ability, and (2) the JORP Test for measuring job-related reading skills.

Group 1, pretesters, included 168 trainees. There were 143 trainees in Group 2, posttesters. Trainees in Group 1 were administered these two tests on their first day in the courses. Group 2 trainees were administered the two tests after completion of five of the six blocks of instruction in IM and after four of the five blocks of instruction in MF.

Analyses of variance utilizing combined IM/MF data found no improvement in general reading ability. However, significant improvement in job-related reading ability was found. Analyses of covariance utilizing data separately for the IM and MF courses found that in both courses there was no improvement in general reading ability. Significant job-related reading improvement was limited to the IM course. However, the magnitude of the post group increases in the MF course on JORP12 was larger than in the IM course, and it is a possibility that the small sample size in MF did not provide enough power to detect significance.

The data suggest that the intensive reading requirements of these two courses serve merely to reinforce already extant habits rather than to enhance general reading ability. However, skills in performing typical Air Force reading tasks encountered on the job were improved as a function of this type of instruction.

Multiple regression equations revealed that the Pre-assessment Measures currently used in the IM course predict well students' block scores and times in the course. Increases in predicted variance obtained by the inclusion of the Nelson-Denny and JORP Tests were not considered large enough to merit the inclusion of these two tests in the Pre-assessment battery. It was found that preceding block scores and times were better predictors of succeeding block scores and times than were the Pre-assessment Measures.

USING THE CLOZE PROCEDURE AND PARALLEL PASSAGES WRITTEN AT THREE LEVELS OF DIFFICULTY IN EACH OF THREE CONTENT AREAS TO COMPARE THE RESPONSES OF JUNIOR COLLEGE FRESHMEN

Order No. 7905126

HERTZ, Mary Louise Holt, Ed.D. University of Southern Mississippi, 1978. 107pp.

Statement of the Problem

The two-fold purpose of the study was (a) to discover if the cloze procedure could be used to determine achievement in the subject disciplines and (b) to determine the degree to which the variable cloze can predict the end of quarter grades of junior college freshmen in world civilizations, biology, and general business. It was hypothesized that there would be statistically significant differences in student abilities to read cloze passages in world civilizations, biology, and general business written at junior high, senior high, and freshmen college levels. It was also hypothesized that there would be significant relationships between student performance on cloze test passages in world civilizations, biology, and business and end of quarter achievement in the respective areas.

Procedures

The sample used in the study consisted of 135 freshmen students attending S. D. Bishop State Junior College in Mobile, Alabama. The subjects were randomly selected according to disciplines from students taking first courses in world civilizations, biology, or general business. The subjects were divided into three subject area groups.

Descriptive instruments used with the sample were the Comparative Guidance and Placement Battery and the Watson Glaser Appraisal of Critical Thinking. The high school rank of subjects was also a part of the descriptive data.

The data gathering instruments were three cloze test batteries prepared by the examiner from junior high, senior high, and college level textbooks using similar content in each of the subject areas of world civilizations, biology, and general business. The analysis of variance procedure was utilized to test the posited hypotheses. The .05 level of significance was used as the criterion for testing all hypotheses. In all analyses percentage scores were used to equate the differing lengths of the cloze passages. An analysis of variance technique and the Scheffe test were used to analyze mean test results. Pearson's product-moment correlation was selected to determine whether a relationship existed between cloze scores and end of quarter subject area grades.

Results

The analysis of variance data indicated that significant differences did exist across levels on world civilizations, biology, and general business materials among subjects reading cloze test passages at junior high, senior high, and college levels: $F(2,131) = 10.09$, $p < .01$ on world civilizations materials, $F(2,125) = 34.34$, $p < .01$ on biology materials, and $F(2,128) = 42.63$, $p < .01$ on business materials. Therefore the hypotheses regarding significant differences existing across levels on student ability to read cloze test passages in world civilizations, biology, and business were accepted. In each discipline, the cloze passage that was the most difficult to read was the best predictor of grade point attainment. Therefore, the three hypotheses regarding the relationship between student performance on cloze passages and end of quarter achievement were accepted.

Conclusions

Corroborated by the analysis of data, the following conclusions were drawn:

1. For the three groups, there does seem to be differential performance among students on cloze passages in world civilizations, biology, and business.
2. A positive relationship appears to exist between cloze performance by students and final grades earned in the content areas of world civilizations, biology, and business.
3. College instructors in the three disciplines studied can use graded cloze test passages of similar content with some degree of confidence to predict end of quarter grades of students.

THE EFFECTS OF TRAINING IN RAPID READING ON THE COMPREHENSION OF TIME-COMPRESSED SPEECH

Order No. 7906007

HOATSON, Grant Cameron, Ed.D. Indiana University, 1978. 45pp. Chairman: Lawson H. Hughes

The Problem. This study arose after reviewing research concerned with using compressed speech as a means of improving reading rate and comprehension. Apparently no studies had been made of the converse effect--using training in rapid reading as a means of improving comprehension of time-compressed speech. Since listening and reading are considered similar processes, it seemed plausible that if there were possible transfer of training from listening to reading, the opposite would also be true: that if students increase their reading rate, they may be able to comprehend recorded speech at greater amounts of time-compression. If this were supported by research, it might provide a basis for training those interested in using time-compressed speech in learning.

Method. Fort Wayne Bible College students were first screened to eliminate those with gross visual, hearing, or English language problems. From the remaining pool, 120 subjects were randomly selected and randomly assigned to groups in a 5 X 2 X 2 factorial design: five rates of time-compression of test passages (175 wpm, 270 wpm, 318 wpm, 380 wpm, and 460 wpm), three weeks of training or no training in rapid reading, and use of Form A or use of Form B of the Sequential Test of Educational Progress, Listening (STEP) as a pretest measure of comprehension of compressed speech. Gain scores on the STEP test were studied through an analysis of variance. A partial correlation coefficient was computed between scores achieved by the group who had training in rapid reading and the posttest scores they achieved on the Minnesota Speed of Reading (MSOR) test, while controlling for the MSOR pretest scores.

Results. Participants who had received prior training in rapid reading achieved higher gains in comprehension of time-compressed speech than those who had not received training ($p < .05$). The correlation between reading speed achieved as a result of training in rapid reading and gain in comprehension of time-compressed speech was moderate, but significant ($p < .05$). Finally, the effect of training in rapid reading on the comprehension of time-compressed speech did not vary significantly as the amount of time compression changed--i.e., the interaction between the variables of training in rapid reading and amount of time compression was not significant.

Conclusions. The results suggest that there is transfer of training from training in rapid reading to learning by listening. However, there was no evidence that the transfer was more pronounced at higher rates of listening than at lower rates of listening. Although the effect of training in rapid reading on comprehension of time-compressed speech did not vary significantly as the amount of time compression changed, in general the direction of the change was that training had its greatest effects at greater amounts of time compression. Therefore, this experimental question may merit further study.

THE EFFECTS OF AFFECTIVE TRAINING ON TEST ANXIETY AND READING TEST PERFORMANCE OF COLLEGE STUDENTS IN READING IMPROVEMENT CLASSES

Order No. 7822075

HOWELL, Glenna Lee, Ph.D. University of Missouri – Kansas City, 1978. 114pp.

Previous research has indicated the pivotal role of test anxiety in both positively and adversely influencing test response behavior. The purpose of this study was to investigate the efficacy of Affective Training as a method of test anxiety management for undergraduate college students, to demonstrate the potential feasibility of group presentation of the treatment, and to explore the effects of certain demographic, scholastic, and personality variables expected to exert a modifying influence upon students' receptivity to group instruction in Affective Training.

Affective Training is a humanistically-based test anxiety management technique emphasizing attitude revision. Affective Training is primarily intended as a technique for the conscientious student whose emotional response to some aspect of the testing situation overwhelms or thwarts his rational, intellective abilities, resulting in test performances that inaccurately gauge the real level of the student's learning.

The subjects involved in this study were 113 undergraduate students at an urban university who were enrolled in Developmental Reading classes. In a variation of the non-equivalent control group design, six intact classroom groups were randomly assigned to either an experimental or control treatment condition. Three graduate students in education who were not then involved in the Developmental Reading program conducted

both the Affective Training sessions in the experimental classroom groups and the placebo treatment administered to the control groups.

The experimental treatment consisted of three class sessions, ranging in length from twenty to fifty minutes. Instructors were provided with identical daily lesson plans in the form of scripts. The objectives of the Affective Training sessions focused upon these fundamental constructs: (a) the acceptance of responsibility for one's own thoughts and feelings, (b) the importance of attitude and motivation, and (c) the generation and utilization of appropriate affirmations.

Instructors also met with the control groups for three class sessions, each lasting approximately fifty minutes. The instructional focus of these sessions was upon the development of rapid and flexible reading styles. Reading efficiency (with speed as well as accuracy) was stressed. The concepts of skimming and scanning were differentiated, and students were provided with a variety of practice materials drawn from multiple texts and workbooks.

Pretest and posttest data were collected for these dependent variables: (a) facilitating test anxiety, (b) debilitating test anxiety, (c) vocabulary skills, and (d) comprehension skills. Multiple one-way analyses of variance performed on these data revealed evidence that Affective Training had a favorable effect upon the test anxieties of undergraduate college students. The results were further interpreted as demonstrating that Affective Training can significantly increase reading test scores in vocabulary and comprehension. The demographic, scholastic, and personality variables theoretically associated with test anxiety were generally found, however, not to be influential factors in reported levels of test anxiety for students receiving Affective Training.

Based upon these findings and a discussion of the inherent limitations of the current study, the investigator urged replication and offered a number of recommendations related to the design and scope of future studies in this area.

ASSESSMENT OF COMPONENTS CONSTITUTING EFFECTIVE TEACHING OF ADULT BASIC EDUCATION

Order No. 7900983

JORDAN, Gerald Elwyn, Ph.D. Texas A&M University, 1978. 167pp. Chairman: Dr. Robert A. Fellenz

Effective teaching of adult basic education is imperative, because adults have great, demonstrated difficulty in reading, writing, and arithmetic. If adult basic education teachers can be trained to teach, as most of the teachers are trained teachers of children, then one could assume the teachers should be trainable for teaching in adult basic education. Preparatory to teacher training, quintessential is enlightenment into factors conducive to efficacious instruction. Given that the majority of the teachers are part time personnel who teach children full time, teachers of adult basic education, after receiving training in components constituting effective teaching of adult basic education, would then be more effective in teaching adult learners. This research project attempted to identify the components constituting effective teaching of adult basic education.

Since the ambiance for teaching of adult basic education cannot be disassociated from its history which shaped it, nor gleaned without examination of the contemporaneous state of the art, Chapters I and II contain a narration on appropriate topics. Included in Chapter I are discourses on the macrocosm of teaching contrasted with the microcosm of teaching of adult basic education, American history of adult basic education, characteristics of the adult basic education student, and the current operation of adult basic education in the field. In a review of previous contributions identifying the effective teacher of adult basic education, Chapter II contains an elaboration of a theoretical base, empirical verification of competencies, life-coping skills, attitudinal change, importance of the first class, teaching communication skills and math, and methods and techniques, among other subjects.

Experimental identification of components constituting effective teaching of adult basic education unfolds in the third chapter. Findings resulted from a correlative identification of components designated by a randomly selected national panel of professors and a non-reactive group of 610 Texas adult basic education teachers reporting their activities associated with teaching. The findings were neither exemplaries nor derivatives or prognosticators of models, taxonomies, quantification (statistics), rank-ordering, or educatorese. The researcher makes claim to obviation of the Hawthorne effect. Within the 100 components identified, some of the findings, having their derivation outside of the classroom, were teachers engaging in follow-up on absentees by phone contact and follow-up on dropouts to determine reasons for withdrawal, and registration and enrollment of students into the program. Other findings included definition of desired level of performance for each student and presentation of lessons through, as partial examples, programmed instruction, drill and repetition, and group discussion techniques. For teaching communication skills, components included instruction on structure and parts of a sentence, correct use of punctuation, phonetic sound of the letters of the English alphabet, agreement of verb and subject, and main ideas in a paragraph. Within numerous components identified as efficacious in the teaching of math, inclusive was the teacher presenting lessons on addition, subtraction, multiplication, division, fractions, decimals, percents, and plane figures. Contending the findings, coupled with those of previous research efforts elucidated in Chapter II, to authorize certification of adult basic education teachers, the researcher posits the sole recommendation of certification, because certification is the American public school system's conduit for delivery of professionally trained and "full time" personnel.

In the last chapter, Chapter IV, the researcher critically analyzes the experimentally identified components which are compared and contrasted with components contained within the review of literature and those derived from additions, modifications, and reactions of the members of the panel of professors. The researcher notes the strength of the dissertation as overall specificity, and explicative identification in teaching arithmetical skills, while acknowledging the greatest defect as failure to identify instruction in any life-coping skills. The study concludes with the section, "Toward a Cosmology of Pedagogy," purportively traversing the microcosm of adult basic education teaching to the macrocosm of pedagogy.

THE EFFECT OF SPECIFIC AND GENERAL INSTRUCTIONAL OBJECTIVES ON LEARNING FROM PROSE BY REFLECTIVE AND IMPULSIVE COLLEGE STUDENTS

Order No. 7910067

LOVE, Craig Tolliver, Ph.D. Temple University, 1978. 328pp.

The major purpose of this study was to test Rothkopf's conclusion that specific instructions lead to higher intentional learning scores than do general instructions. It was argued that the usual strategy in prose learning studies of manipulating characteristics of instructions and textual materials ignored the effects of the reader's entering inspection strategies. This study examined the mathemagenic effects of instruction specificity in terms of the inspection behaviors that the individual brought into the experimental situation.

The subjects' inspection behaviors were defined on the basis of MFF performance. The MFF was used because the resulting four categories; reflectives, impulsives, fast-accurates, slow-inaccurates, were analogous to groups identified by Rothkopf that are differentially influenced by instructional objectives. According to Rothkopf, individuals with inadequate inspection strategies were found to benefit more from the introduction of objectives than were those with already developed successful inspection strategies. Impulsives in contrast to reflectives were identified in previous studies as those who have relatively ineffective scanning strategies in terms of eye movements when solving MFF-type problems.

To test Rothkopf's hypothesis, 91 undergraduates were individually administered the adult version of the MFF. After being classified on the basis of their MFF performance, each of the four resulting groups were randomly assigned to a specific or general instruction condition. All subjects read the textual material accompanied by a set of specific or general instructions on what to learn for a subsequent test. Immediately after reading the text, at their own pace, the subjects were administered a prompted recall test on both objective relevant (intentional) and objective irrelevant (incidental) passages in the text.

It was hypothesized that reflectives would take longer to study the text and complete the test than impulsives. The hypothesis was not confirmed nor were hypotheses regarding differential performance of reflectives and impulsives in study and test time. Nonetheless, hypotheses regarding the performance of the MFF groups on intentional learning were supported. The assumption that MFF performance of reflectives and impulsives would generalize to inspection behaviors while reading text was supported. Reflectives had significantly higher intentional and slightly lower incidental learning scores than impulsives. That is, reflectives' inspection behaviors were found to be more efficient in learning objective relevant material. No consistent instruction effects were found with the non-extreme MFF groups. Impulsives but not reflectives recalled significantly more intentional material with specific than general objectives. Thus, instructional objectives were more effective in aiding the learning from text by individuals who did not have adequately developed inspection strategies. It was concluded that the individual's entering repertoire of inspection strategies must be included as a major factor in determining the effectiveness of instructional objectives.

A secondary purpose of this study was to examine Rothkopf's use of the incidental learning design to study the effects of instructional objectives. He argued that this design allowed the separate assessment of mathemagenic and direct instructional effects of objectives on learning from text because incidental learning is based on objective irrelevant material. However, it was noted that his argument assumes that the mathemagenic effects of instructional manipulations must be uniform for both intentional and incidental learning. Studies on incidental and intention learning of both traditional verbal learning and prose materials were reviewed to examine the feasibility of that assumption. It was found that several variables differentially influenced incidental and intentional learning and, consequently, there was no basis for Rothkopf to assume that incidental learning was strictly a function of the mathemagenic effect of instructional objectives. It was suggested that individual differences designs may offer appropriate alternatives to the study of the mathemagenic concept.

AN EXPLORATORY STUDY OF THE NATURE OF THE ACADEMIC HIGH-RISK STUDENTS' PERCEIVED FREQUENCY OF USE OF SELECTED STUDY SKILLS

Order No. 7821821

McCOY, Joyce Ann, Ed.D. Columbia University Teachers College, 1978. 161pp. Sponsor: Professor David P. Garrahan

Purpose

The purpose of this study was to explore the academic high-risk students' perceptions of their study skills and to determine the frequency of use of their perceived study skills.

Procedure

The population for this study was comprised of full time, academic high-risk students. A total of 134 students were enrolled in the program, 92 participated in the study, 27 males and 65 females. The students were enrolled in a special program for academic high-risk students. The site of the study was a small, private, four-year college located in Southeastern Pennsylvania.

Data for this study were collected by a questionnaire, The Study Practices Inventory. The questionnaire was developed by the researcher. The questionnaire was submitted to the academic high-risk students enrolled in the special program.

Principle Findings

The vast majority of these academic high-risk students are close listeners and attempt to record the lecture content. Generally, they underutilize professor cues. The external storage and review function of notes is neglected. Among these students, class participation is uncommon and most feel ill at ease when they do participate.

Many of these students tend not to make a preliminary perusal of written material. Few of these students profit from an efficient associational system. Many students tend not to employ proper coordination and subordination techniques. The students tend not to anticipate developments and predict outcomes. An overwhelming majority seem to rely on rereading to aid comprehension and retention.

A vast majority of these academic high-risk students postponed test preparation until a day or two before the test and very few use any other method of preparation. The majority tend to consistently apply most of these study skills in the test situation, although the most efficient procedural aspects are not generally employed.

The majority of these students consistently apply most of the study skills related to writing term papers. But some of the most essential skills are infrequently employed. The vast majority of the students fail to start early when writing term papers.

The majority of these students attempt to structure an appropriate study environment, although many study in a noisy environment and very few utilize the library as a study site.

In general, the majority of these students fail to benefit from organized planning of their study time. The data did not provide information concerning the exact number of hours spent in studying; however, the vast majority of these students study more than 10 hours per week. Most of the students prefer to study in the evening.

Among these students, there was a low frequency of systematic review throughout the semester, as well as a low frequency of using certain study skills related to review in other areas.

General Conclusion

On the basis of the survey data in this study it may be concluded that; in general, these academic high-risk students most likely do not attain maximum efficiency when studying. They seemed to employ with greater frequency the more common, but less efficient study skills. Also, these students apparently tend to neglect the interrelations among the various study skills.

THE CLOZE PROCEDURE AND READING ACHIEVEMENT OF COLLEGE FRESHMEN

Order No. 7904876

MAXWELL, Levenia Lee, Ed.D. Northeast Louisiana University, 1978. 101pp. Adviser: Dr. Harry B. Miller

The purpose of this study was to investigate the effects of planned, regularly scheduled cloze exercises upon the reading vocabulary, reading comprehension and total reading achievement of college freshmen.

The subjects included in this study were college freshmen enrolled in the course, Reading 100. The experimental groups were composed of four intact classes and the control group was composed of three classes. The Quick Word Test was used to separate the experimental classes and control classes into groups of students with average educational ability and below average educational ability.

Each of the experimental classes was taught by one of the three cloze techniques employed in this study: The complete cloze--multiple choice method the read--complete cloze method, the complete pre-cloze--read--complete post-cloze

method. The control classes followed a program of individually prescribed instruction. The cloze exercises were administered twice a week during a fifty minute class period for seven weeks.

The materials used were adapted from a series of college readings by Walter Pauk. The cloze exercises were constructed by deleting every fifth word, excluding a, an, the, and proper nouns.

The California Reading Achievement Test: Advanced Level Form X was employed as the pretest and the California Reading Achievement Test: Advanced Level Form Y was used as the posttest for both the experimental and control groups. Analysis of covariance was used to determine the relative effectiveness of several methods of teaching reading to college students. Pretest scores were used to equate statistically the experimental and control classes.

Statistical analysis of the data resulted in the following conclusions:

1. Reading vocabulary scores of college freshmen are not significantly affected by educational ability level.
3. Reading vocabulary scores of college freshmen are affected by treatment. The students who were taught by the read--complete cloze method scored significantly higher than the students of the other two treatment groups and the individually prescribed instruction control group.
3. Reading comprehension scores of college freshmen were affected by educational ability level. The students of average educational ability scored significantly higher than the students of below average educational ability.
4. Reading comprehension scores were not affected by the treatment of the cloze procedure.
5. Total reading achievement scores were affected by both educational ability level and treatment. The students of average educational ability did significantly better than those students of below average educational ability. The students who used the read--complete cloze method scored significantly higher than the other two treatment groups and the control group which followed the individually prescribed program of instruction.
6. There was no significant interaction between group and level which suggested that the relative effectiveness of treatment does not depend upon the educational ability level at which it is used or applied.

A COMPARISON OF TWO ON- AND TWO CORRESPONDING OFF- CAMPUS READING COURSES Order No. 7902845

NICHOLS, Carol Dianne, Ed.D. University of Northern Colorado, 1978. 350pp.

Changes in social, cultural and economic forces have resulted in a new population of students who wish to continue their education. In order to meet these needs, new educational opportunities have developed--one being the external degree program.

There is concern about maintaining quality education when taking a program off-campus. This study investigated whether, when difference in beginning mastery was controlled by a pretest, the program format (on - or off-campus) would result in a difference in achievement in two on- and off-campus reading courses.

The courses used in this study were two courses offered by the University of Northern Colorado (UNC) and two off-campus counterpart courses offered by UNC's Center for Special and Advanced Programs. The two sets of courses were referred to by their prefixes and course numbers. UCRD/EDRD 610-613 comprised one set of on- and off-campus courses; UCRD/EDRD 617 the other set.

Pre- and posttest instruments were developed to evaluate the objectives that the counterpart courses had in common. Objective true-false, multiple choice instruments were used for one set of courses, and problem-solving instruments were developed for the other set of courses.

The following hypotheses were used to investigate each pair of courses:

HYPOTHESIS I: There are no statistically significant differences between the mean ages, number of prior reading courses, number of years of experience in education, current teaching status, and pretest scores for the two sets of experimental groups, UCRD/EDRD 610-613 and UCRD/EDRD 617.

Hypothesis I was statistically tested by employing the t test for on- and off-campus paired variable scores.

HYPOTHESIS II: There are no statistically significant posttest differences between the two sets of experimental groups, UCRD/EDRD 610-613 and UCRD/EDRD 617, when age, number of prior reading courses, number of years of experience in education, current teaching status and pretest scores are used as covariants.

Hypothesis II was statistically tested by analysis of covariance.

HYPOTHESIS III: There is no statistically significant relationship among the five independent variables, taken singly or in combination, to predict academic achievement in UCRD/EDRD 610-613 and UCRD/EDRD 617.

Hypothesis III was statistically tested by employing multiple regression.

The results of investigating Hypothesis I revealed that in both sets of classes the off-campus populations differed in age, current teaching status, and experience in education.

The results of investigating Hypothesis II indicated that the null hypothesis could be accepted for UCRD/EDRD 610-613 but rejected at the .05 level for UCRD/EDRD 617.

Statistical analysis showed that Hypothesis III was accepted for on-, on- and off-, and off-campus for UCRD/EDRD 617; but rejected at the .05 level for the off-campus group with age and current teaching status being used to best predict posttest scores.

The following recommendations were made:

1. Prerequisites for UCRD 617 should consider the variables of experience in education and current teaching status in order to maximize student learning.
2. The on-campus EDRD 617 curricula should be enriched to assist students who have limited experience in education.
3. UCRD 617 minimum posttest scores could be predicted.
4. A study should be conducted to determine whether the integration of a problem-solving instrument into a course would be of benefit to students.
5. A study should be done that would develop and validate a practical problem-solving instrument.
6. This study should be replicated to determine if the data remain stable over a period of time.

A PSYCHOLINGUISTIC DESCRIPTION OF THE ORAL AND SILENT READING BEHAVIOR OF PERSISTING AND NON-PERSISTING NON-TRADITIONAL COLLEGE FRESHMEN READING NARRATIVE AND EXPOSITORY MATERIAL Order No. 7908947

NIERATKA, Ernest Blair, Ph.D. Wayne State University, 1978. 183pp. Adviser: Kenneth Goodman

Twenty-four "non-traditional" college freshmen were selected for the study. Twelve of the subjects were persisters in college with a grade point average between 2.2 and 3.36. (The university has a 4.0 = A scale). The other twelve subjects studied were non-persisters with gradepoints between 1.8 and 0.6. The subjects were selected because of their similarity on SAT scores, high school ranks and a standardized reading test. Twelve of the subjects scored at the third stanine of the Iowa Silent Reading Test and twelve at the fourth stanine. Six of each stanine category were from the persister and non-persister groups.

The twenty-four subjects were allotted to eight groups and assigned a number of reading and post-reading tasks. Groups were required to read a story orally and another silently and then give a retelling of both stories. All subjects were tested on their prior knowledge of some concepts contained in the expository reading selection "Our Vanishing Resources" before they read the story. All oral readings and retellings and prior knowledge testing were recorded on audio tape for subsequent analysis.

The specific purposes of the study were: to examine subject comprehension and comprehending behavior in relation to persistence in a university; to examine tutorial attendance in relation to persistence; to examine miscue quality in relation to comprehension and persistence; and to examine prior knowledge in relation to comprehension, comprehending and persistence.

The instrument used for analysis was the Reading Miscue Inventory (RMI) developed by Yetta Goodman and Carolyn Burke. This instrument allowed the researcher to make qualitative judgements about the subjects' oral reading and calculate the readers' strengths and weaknesses in relation to their use of semantic, syntactic and grapho-phonic cues.

Major Findings Include:

1. There is a significant relationship between reading strategy effectiveness and persistence in college for Non-Traditional students. Seven persisters evidenced highly effective strategies. No non-persister demonstrated highly effective reading strategies.
2. The Reading Miscue Inventory emerged as having the power to make discriminations between subjects where traditional indices such as SAT and high school rank could not.
3. The rate of miscues per hundred words apparently has no relation either to story comprehension or to persister or non-persister status.
4. The expository story, "Our Vanishing Resources" proved significantly more difficult to process across all categories.
5. Persisters were more effective in their use of grammatical relationships than non-persisters.
6. Persisters were less reliant on graphic cues in their reading.
7. Persisters were less reliant on phonemic cues.
8. The percentage means for identical grammatical function substitutions were virtually identical for persisters and non-persisters.
9. Prior knowledge was not related in any significant way to comprehension patterns or retelling scores for either persisters or non-persisters. A notable difference did occur in the prior knowledge mean score between groups.
10. Persisters were involved in significantly more tutorial sessions than non-persisters.

THE RELATIVE EFFECTIVENESS OF A MODIFIED VERSION OF SQ3R ON UNIVERSITY STUDENTS' STUDY BEHAVIOR
Order No. 7909110

ORLANDO, Vincent Paul, Ph.D. The Pennsylvania State University, 1978. 118pp. Adviser: Emery P. Bleismer

A Study Management System (SMS) was developed to train University students to study their textbooks more effectively. A modification of SQ3R (Robinson, 1941), this system provided for additional emphasis on the read-recite-review sequence, with recitation being considered primary and completed in the form of written notes. Provision was also made for instruction in and opportunity for consistent application of the SMS to students' textbooks.

This modified SQ3R included these steps: Survey, Question, Recitation, and Review, and was designed to be applied to a chapter of a text book. Students completed the Survey to gain an overall idea of the chapter's contents by briefly skimming the chapter. The Question step was also introductory and was completed by rescanning the chapter and formulating questions. The primary Recitation segment of the SMS involved three steps: reading three or four paragraphs, writing a closed-book summary, and checking the summary. This process would be repeated until the chapter was completed. Review occurred after the chapter was completed when students rechecked their summaries.

Three groups were included in the evaluation of the SMS: (a) a Study Management (SM) Group trained with the SMS, (b) a Reading Skills (RS) Group which received instruction in vocabulary, comprehension and reading rate, and (c) a Control Study (CS) Group which received no reading or study skill training but spent equal time in monitored studying.

The subjects were volunteers enrolled in a reading course which was part of a Developmental Year Program (DYP) at The Pennsylvania State University. Under the auspices of the DYP, students were granted special admission to the University. Over the length of the study (five weeks) the subjects in the three groups met twice weekly for 75-minute sessions.

Three tests as pretest and posttest measures were used to evaluate the three procedures. A Study Management Skills Test was constructed by the experimenter. Subjects were required to read and study a 1,500-word passage, after which they answered 40 short-answer test items. The Iowa Silent Reading Tests (ISRT), and the Survey of Study Habits and Attitudes (SSHA) were also administered.

Analyses of variance were used to evaluate the data obtained from these test measures. Test score gains on the Study Management Skills Test indicated that subjects in the SM Group recalled significantly more information than did subjects in the RS and CS Groups. Scores on the Iowa Vocabulary subtest indicated that none of the Groups made significant gains. On the Iowa Comprehension subtest the RS and SM Groups made significant gains with the RS Group's gain significantly higher than that of the CS Group. On the Iowa Reading Efficiency subtest the RS and CS Groups made significant gains, with the RS Group's gain significantly higher than of the SM Group. The Survey of Study Habits and Attitudes indicated that a significant gain in Study Habits was made by the SM Group, while a significant loss was made by the CS Group. On the Study Attitudes subscale the SM Group made a significant gain, the RS Group made a gain but not a significant one, and the CS Group again made a significant loss.

It was concluded that the Study Management System was an effective methodological approach to train university students to study their textbooks. Subjects trained with this procedure significantly improved their ability to study and retain information. It was also concluded that requiring the learners to engage in some form of post-reading recitation and providing sufficient opportunity for guided practice in the application of the Study Management System contributed significantly to its success.

THE EFFECT OF THE AMOUNT OF UNDERLINING ON COMPREHENSION AND RETENTION OF TEXTBOOK PROSE MATERIAL
Order No. 7901087

PARK, Youngja Pyun, Ph.D. University of Oregon, 1978. 137pp. Adviser: Richard Rankin

This study was designed to investigate the relative effectiveness of the amount of underlining on comprehension and retention of textbook prose material, when high concept sentences were increasingly underlined, given both subject-generated and experimenter-provided conditions of underlining. The subjects for the investigation were 120 college undergraduates enrolled in Educational Psychology courses at the University of Oregon. The subjects were randomly assigned to one of six conditions (n = 20) and required to read the experimental material, a 16-paragraph passage. The six experimental conditions were: (1) experimenter-provided underlining of the highest concept level sentence per paragraph; (2) experimenter-provided under-

lining of half the number of sentences per paragraph; (3) subject-generated underlining of the highest concept level sentence per paragraph; (4) subject-generated underlining of half the number of sentences per paragraph; (5) subject-generated free choice underlining in the amount and concept hierarchy of sentences; and (6) no underlining of any sentences. All the underlining was in accordance with the hierarchical structural importance of the material in each paragraph.

The dependent variables were immediate and 48-hour delayed comprehension scores, measured by a 38-item multiple choice test developed by the author. The estimate of reliability of the test was .69 as determined by the Kuder-Richardson formula No. 20. Seven hypotheses were investigated with regard to the effect of the amount of underlining and the type of presentation of underlining. A one-way analysis of variance, an analysis of covariance with time as the covariate, and Dunnett's t test were performed to analyze the data.

The results of this study indicated that there was no significant difference between the treatment groups on the total comprehension of prose material. The lack of differences in comprehension held irrespective of whether the highest concept level sentence of the paragraph was underlined, or half the number of hierarchically important sentences were inderlined. Additionally there was no significant difference observed as a result of either the experimenter-provided or the subject-generated underlining condition. A significant difference was found only in the comparison between the self-generated free choice underlining condition and the no underlining condition.

With material of lower-structural importance, subjects who used self-generated, free choice underlining demonstrated higher immediate comprehension than did subjects in the other five conditions. However, 48-hour delayed comprehension scores did not yield significant differences.

When non-habitual underliners (as established by subject's self-ratings) were forced to underline, they performed significantly better than non-habitual underliners who used their own non-underlining strategy or those for whom underlining was provided. However, no significant differences were found with the 48-hour delayed comprehension scores.

From the present study, it was concluded that: (1) there is no isolation effect with underlining of meaningful prose material; (2) if underlining is to be used to facilitate prose learning, the way each learner utilizes underlining in the free situation has to be considered; (3) underlining has minimal effect on retention.

Suggestions for future research include examining the effect of underlining over longer periods of retention, with a larger number of non-habitual underliners. It is suspected that previous researches in this area were significantly affected by the measurement methods used.

A HIERARCHICAL ORDERING OF READING COMPREHENSION SKILLS Order No. 7907706

PROBST, Gary Keith, Ed.D. The American University, 1979. 119pp.

It was the purpose of this study to design and validate two learning hierarchies that would help college developmental reading students (1) outline an article and (2) reading to locate relationships. The proposed learning hierarchy allowed one to place reading skills in a hierarchical order of increasing intellectual difficulty. In addition, the relationship between reading comprehension and vocabulary skills and success in performance on each of the skills in the concept and the principle hierarchies was investigated.

The review of the literature revealed that theorists believe in a hierarchical ordering of cognitive abilities. It was assumed cognitive abilities were similar to reading comprehension skills. Hierarchies of reading comprehension skills needed to acquire concepts and recognize principles were developed using the findings of Guilford, Gagné, Klausmeier, Hansen, and Piaget.

A criterion-referenced test and practice exercises were designed by the researcher for each reading skill in the concept and principle hierarchies. Seventy-two students from an urban university and an urban community college were given instruction in each of the skills in the concept and principle hierarchies during a five week summer developmental reading class. At the beginning of the summer session, the students were given the Stanford Diagnostic Reading Test, Form A. Instruction was given in each unit. The criterion-referenced tests were given at the completion of each objective in the learning hierarchy. A pretest of the skills tested in each unit was not given because on a pilot study it was found these skills were at the students' frustrational level.

The statistical procedure used for testing the connection between each reading skill in the learning hierarchy was the White and Clark Test of Inclusion. This statistical procedure provided a numerical index to determine the validity of a hierarchically-organized learning sequence.

The analysis of the data by the White and Clark Test of Inclusion indicated that the hierarchical relationships of some of the skills in the concept hierarchy were questionable, while the arrangement of skills in the principle hierarchy was acceptable. A monotonically increasing relationship was found on both learning hierarchies between the students' vocabulary and comprehension scores on the Stanford Diagnostic Reading Test and the number of items correct on the criterion-referenced reading comprehension test.

The following conclusions were drawn on the basis of the analysis of the data gathered in the study:

1. The sequence of reading skills in the concept hierarchy should be redesigned, according to the results of the validation study. The hypotheses that were rejected had only one subject above the number permitted by the critical number in the crucial cell. The rejection could have been caused by one or more of the subjects not giving his or her full attention to the instruction and/or the test on the rejected unit.
2. The sequence of reading skills in the principle hierarchy was validated by this study.
3. Vocabulary and comprehension scores on the Stanford Diagnostic Reading Test indicated a relationship with success in some of the reading skills in both of the hierarchies.

A CLOZE INVESTIGATION OF LANGUAGE CORRESPONDENCE BETWEEN SELECTED UNITED METHODIST CHURCH SUNDAY SCHOOL MATERIALS AND SAMPLE ADULT TARGET AUDIENCES Order No. 7818983

SHANDS, Virginia Price, Ph.D. University of Southern Mississippi, 1978. 98pp.

This study was concerned with the following problem: What are the differences between word selection in the United Methodist Church Sunday School literature and word selection by receivers who differ according to church location, ethnic and cultural groups, and familiarity with the literature in the adult Sunday School classes of the Hattiesburg District of the United Methodist Church?

The subjects were 169 black and white out-of-school adults from six churches located in either city, town, or country locations and chosen by stratified random sampling. The testing instrument consisted of three randomly selected passages from the United Methodist Church adult Sunday School text. The text was subjected to Cloze mutilation of the every-fifth-word design (a total of 50 blanks). Testing took place in the sampled churches during the regular Sunday School class hour.

Programs and sub-programs from the Statistical Package for the Social Sciences were used for the analysis of the data (ONE-WAY frequency, BREAKDOWN, ANOVA, and multiple REGRESSION). Analysis showed that the literature was not appropriate for most of the target audience and that there was a significant difference in Cloze scores by receivers from different church locations, of different race, of different age, and of different educational attainment. Sex, familiarity with the literature, and occupational status did not contribute significant differences.

Rankin's score of 38 percent or 19 was the criterion for the lowest acceptable match of receiver and message. The grand mean of 14.26 was recorded for all subjects; subjects from urban churches averaged 19.50; those from town churches, 11.57; and those from country churches, 9.57. Whites averaged 17.66 and blacks, 6.18; males averaged 13.66 and females, 14.73; only those achieving at least 13-15 years of schooling reached the criterion, scoring 19.84. Scores for the ten occupational groups ranged from 6.36 (Housewife) to 25.50 (Arts and Entertainment). Multiple regression revealed the optimum receiver to be an urban, highly educated, white female.

The conclusion reached was that the language used in the adult Sunday School text did not correspond to that used by the targe audience sufficiently well to convey the message.

A MANUAL FOR TEACHERS DESCRIBING A PROGRAM FOR INTEGRATING THE TEACHING OF READING AND WRITING WITH A CONTENT AREA COURSE
Order No. 7824116

SHERMAN, Debora Claiborne, Ed.D. New York University, 1978. 404pp. Chairman: Dr. Harold A. Vine

The most distinguishing characteristic of the community college is the policy of admitting students who would otherwise be alienated academically, economically, and socially from higher education. These nontraditional students with inadequate literacy and academic skills cannot take advantage of the offerings of the college which might help them achieve the educational, vocational, and social goals to which they aspire. The number of these students with low levels of achievement in basic academic skills creates a situation which necessitates techniques and approaches which are new to traditional higher education.

This manual provides a guide for creating a program which combines successful instruction in basic literacy and academic skills; effects their transfer to academic courses without diluting the quality of such courses; and creates a vehicle for communicating techniques which may help academic faculty teach nontraditional students. The manual provides a theoretical framework in the form of assumptions and implications. In the area of teaching literacy skills, these assumptions are drawn from such sources as Bruner, Vygotsky, Frank Smith, Kenneth and Yetta Goodman, Moffett, and Freire who advocate a total language, cognitive, rather than skills model of literacy acquisition. The demographic studies of nontraditional community college students by K. Patricia Cross have provided the basis for other assumptions. Parker and Rubin's work on combining process and content also influenced the form of the program.

The manual describes an actual program at a community college which combines the teaching of the fundamentals of reading and the fundamentals of writing into one course which is integrated with an introductory psychology course. While the specific course is described in terms of how it was developed, how the content was selected, and the specifics of teaching it, the emphasis is on using this information to develop other programs which may combine the same elements (fundamentals of reading, fundamentals of writing, and content area), but which may be in different forms to accommodate different personal, institutional, and instructional needs. An extensive selected annotated bibliography in the areas of educational theory, teaching adults, community colleges and community college students, and teaching reading and writing is provided.

AN INVESTIGATION INTO COLLEGE READING IMPROVEMENT PROGRAMS FOCUSING UPON PREVIOUS AND CURRENT PROGRAMS AND THE DEVELOPMENT OF A MODEL FOR A COLLEGE READING IMPROVEMENT SKILLS PROGRAM
Order No. 7814976

STARKIE, Gail Berkes, Ed.D. Hofstra University, 1978. 168pp.

The purpose of this study was to develop a model for a college reading improvement skills program for the development of specific reading skills which would enable the learner to recognize and utilize transfer of gains to curricular content courses required for successful completion of an undergraduate academic program.

A review of the literature was completed and four basic areas were identified to provide a conceptual framework for the model. These areas included studies which explored: (a) the development of college reading programs over a selected time period to indicate the changes in directional emphases from 1915 to 1974; (b) the characteristics of college reading programs regarding structure, materials, participation in, and teacher-learner strategies; (c) specific details of selected college reading programs; and (d) criteria utilized for evaluating the worth of college reading programs.

The existence of college reading programs has been reported by the literature since the early 1900's. Although college reading programs have differed greatly in their philosophy, organization, and purposes, the review of the literature indicated the need for college reading programs. It further indicated that the development of such programs should be directly related to, and predicated by, the specific needs of the campus and its population. The model presented in this study was developed as an outgrowth of the literature and incorporated many of the findings therein.

The conceptual development of the model of a college reading program explored philosophical concerns regarding initial identification of students in direct relation to individual and program goals and needs, as well as faculty understanding of the philosophy of the program. It was stated that a college reading program should be directed toward answering the present academic needs of the student population with the additional extrinsic motivation of the awarding of academic credit for the successful completion of the course.

Program considerations included the population, the scheduling of classes, staffing, credit status, instructional areas, evaluative procedures, structural concerns, and administrative responsibilities. Instructional areas of concern emphasized the need for individualization of instruction in the conceptual development of a model.

Nine assumptions and resultant principles were developed in the conceptual presentation of the model, supported by specific research, and expressed as eight program objectives. Specific program needs were then identified to be answered on individual campuses. The pragmatic development of the model was directly related to the academic needs of incoming freshmen, as well as faculty and staff directly involved.

The development of a model of a college reading program was based, in part, upon the findings in the literature. Those findings allowed for several conclusions to be drawn.

1. College reading programs are necessary so that the individual reading and study skills needs of students are met. The continued existence of such programs with conceptual growth and expansion indicated an expressed need for programs at the college level.

2. It was concluded that college reading programs need to expand in size to include a larger percentage of the general student population than is presently serviced by existing programs. This was supported by evidence of a decline in attrition rate for students who had participated in a college reading program and the findings which indicated a significant gain in grade point average following successful program completion.

3. Programs which allow for student awareness, appraisal of specific difficulty, planning of goals, involvement in evaluation, and voluntary participation have a greater positive influence on subsequent academic success than those programs which do not.

SELF-ESTIMATION OF READING ABILITY AND PERSONALITY FACTORS OF COLLEGE FRESHMEN

Order No. 7816589

TRICOMI-GUTTENBERG, Carolyn, Ph.D. Fordham University, 1978. 129pp. Mentor: Herman Slotkin

Accuracy of self-estimation of academic ability has been shown to be related to academic achievement. Little research, however, has been concerned with an exploration of those personality variables which may be related to inaccuracy of self-estimation of academic ability. Research findings support the possibility of a relationship between test anxiety, achievement motivation, locus-of-control, and self-concept (personality variables which have been found to be related to academic achievement), and accuracy of self-estimation of academic ability.

Since reading ability is basic to most academic endeavors, this study examined the relationship between the difference scores of self-estimated and actual reading grade levels, and test anxiety, achievement motivation, locus-of-control, and self-concept for 177 female and 168 male entering college freshmen admitted under the "Open Admission" policy to a senior college within the City University of New York.

Subjects were tested during the college's testing program for all entering freshmen students held prior to their first semester registration. Students were reassured that they were already admitted to the college and that their test results would not interfere with their acceptance to the University. Upon completion of a standardized reading test each student was given a Self-Estimate of Reading Ability Scale. Measures of test anxiety, achievement motivation, locus-of-control, and self-concept were then administered. Difference scores were obtained by subtracting the actual reading score from the estimated reading score.

Regression analyses were used to examine the contribution of the four predictor variables taken independently, and together, in explaining the magnitude of the differences between self-estimated and actual reading ability. These analyses were computed with the effects of the control variables age, sex, ethnic identity, and reading ability fully partialed out of the independent and dependent variables.

Test anxiety, when taken independently, was the only significant predictor of differences between self-estimated and actual reading grade levels. All four predictors, operating jointly, were found to be significant predictors of size of the difference scores; however, they accounted for only a small percentage of the total variance. Test anxiety and locus-of-control were better predictors of the magnitude of the difference scores than either achievement motivation or self-concept.

Recommendations included a cross-validation of these findings with similar samples of Open Admission students, as well as with more traditional college students. Future research might also focus on the relationship of nonpersonality variables known to be related to academic achievement and the difference between self-estimated and actual academic ability. It was suggested that multiscale inventories might be better predictors of accuracy of self-estimation of academic ability than any single measure of personality. Future research might also examine whether increased awareness and self-acceptance of academic ability for the inaccurate estimator is related to changes in personality and attrition patterns. An extended outreach counseling strategy designed to meet the specific needs of the inaccurate estimator was also recommended.

A COMPARISON OF TREATMENT AND EFFECTIVENESS OF READING INSTRUCTION FOR COLLEGE STUDENTS

Order No. 7822826

VANDERLINDEN, Ralph, Ph.D. University of Utah, 1978. 166pp. Chairman: Robert E. Finley

The major purpose of this study was to investigate whether undergraduate college students are able to improve their reading rate, vocabulary, comprehension, total reading, and reading efficiency more effectively through: (1) a structured classroom experience, (2) a guided independent study reading lab, or (3) a minimal treatment or placebo effect. Seventy-three students at the University of Utah participated in this study. These students made up six groups receiving one of the three treatments. The subjects completed a series of tests at pre, post, and follow-up treatment. These included the Diagnostic Reading Test: Survey Section, the Iowa Silent Reading Test: Level 3, and an evaluation form.

Subjects in the independent study reading lab worked one hour per day twice a week for three weeks with programed, self-paced reading materials. Subjects in the classroom groups met in a structured didactic setting one hour per day, twice a week for three weeks. Subjects in the minimal treatment groups were given a published handout that discussed methods of improving reading skills. These subjects were also given the opportunity to participate in an active program of reading skill acquisition at the completion of the data collection.

Reading test results were statistically analyzed by a one way analysis of covariance on the posttest and follow-up scores. Pretest reading scores, Composite ACT scores, and accumulated grade point averages were used as covariates to eliminate pretreatment differences among the groups in regard to reading ability and level of academic achievement.

No one method of treatment appeared superior to another. Most students tended to increase their reading skills during treatment, but the independent lab group declined in vocabulary and total reading at follow-up test. Students appeared to be equally satisfied with all three treatments.

A number of problems within this study were discussed. These center around questions of validity and appropriateness of the tests used and the structure of the treatments. The need for more specific reading research is stressed.

A STUDY TO ASCERTAIN THE RELATIONSHIP BETWEEN PRE- AND POST- NELSON-DENNY READING TEST SCORES OF TWO HUNDRED SEVENTY-FIVE FRESHMEN AND THEIR READING AND WRITING GRADES AT A SUBURBAN STATE COLLEGE

Order No. 7903862

WASHINGTON, Shirley Nan, Ed.D. University of Massachusetts, 1978. 110pp. Director: Dr. Harvey B. Scribner

The purpose of this study was to assess the relationship between Nelson-Denny Reading Test scores of freshmen at a selected suburban state college and their grade point averages for the first semester, 1976, total subject (cumulative) achievement, a reading course, and a freshman-level writing course. In addition, a subsidiary question was examined: How does the college's arbitrary selection of 12.0 grade score on The Nelson-Denny Reading Test reflect the likelihood for students being misclassified according to their reading and writing abilities who were arbitrarily assigned to a reading course based on that score?

The population of this study consists of 275 freshmen who scored less than twelfth grade, 12.0, on The Nelson-Denny Reading Test and who were consequently programmed into a remedial reading course by the college in this study. An additional 146 students who were exempted from the reading course yet enrolled in the freshman-level writing course were included to determine the relationship between Nelson-Denny Reading pretest scores and both, total subject achievement and grade point averages in the writing course for the 421 students.

Findings regarding the relationship between Nelson-Denny Reading Test scores and grade point averages for the first semester, 1976, total subject achievement and writing grades for the Total Group revealed that the pre-test scores did not serve to be a valid predictor of academic success. The moderately low correlations of .37 and .41 for pre-test scores and "Freshman Writing" grades and for pre-test scores and cumulative semester grade point averages respectively, were not acceptable correlations as set forth by the investigator in this study. However, Nelson-Denny Reading pre-test scores for the Reading Center Group only did serve to be a "moderate" predictor of success for post-test scores; also, the post-test scores correlated moderately with "Reading Center" grades.

In regard to the subsidiary question of "Misclassification", data revealed that the relationship between the distributional percentages of "Freshman Writing" grades and the cumulative semester grade point averages to Nelson-Denny Reading Test scores were statistically significant at the .05 and .001 levels of confidence respectively for the Reading Center Group.

In addition, data revealed that 27.4% misclassifications were prevalent among the Non-Reading Center Group. Thus, it was concluded that a score of 12.0 on The Nelson-Denny Reading Test should not be the determining factor as to the college's programming students into the remedial reading course.

It was recommended that a closely monitored performance-based criterion of reading skills should be implemented by the college in this study to determine the required level of reading necessary to perform adequately in courses offered by the college. Moreover, the college might well find that a twelfth grade level of reading as reflected by The Nelson-Denny Reading Test may be a higher minimum standard than is needed to do "B" or "C" level work in particular courses offered by the college.

THE EFFECTS OF UNDERLINING AND STUDY TIME ON THE RECALL OF WRITTEN MATERIALS

Order No. 7810767

WEATHERLY, Thomas Jerome, Jr., Ph.D. Georgia State University -College of Education, 1978. 106pp.

An area of verbal learning research which has been the focus of considerable interest over the past several years involves the effects of orienting stimuli on the retention of written materials. Orienting stimuli, such as inserted questions, advance organizers, objectives, and the use of active response modes by the student, have been examined by numerous studies. The present study focused on underlining as a type of active response mode which can serve as an orienting stimulus. In addition to examining the effects of underlining on the recall of written materials, the effects of study time on recall were also investigated.

Students enrolled in introductory psychology courses at a community college were the subjects in the present study. A 4 x 2 multivariate analysis of covariance, with the Nelson-Denny Reading Test as the covariate, was used. The four levels of underlining included the following: 1) subject-generated underlining of any one sentence per paragraph which the subject considered to be the most important sentence in each paragraph; 2) subject-generated underlining of any desired sentences; 3) experimenter-provided underlining of a high structural importance sentence in each paragraph; and 4) experimenter-provided underlining of a low structural importance sentence in each paragraph. Study time, which was the other independent variable, consisted of the following two levels: 1) limited study time of 10 minutes; and 2) unlimited study time. The dependent measure was a recall test consisting of 32 open-ended questions.

Two multivariate analyses of covariance were conducted. Analysis I was conducted on four dependent variables, which were immediate recall (total), delayed recall (total), immediate recall (efficiency), and delayed recall (efficiency), while Analysis II consisted of four additional dependent variables, which were immediate recall (intentional), immediate recall (incidental), delayed recall (intentional), and delayed recall (incidental). The results of Analysis I revealed that the study time effect was significant, while neither underlining methods nor the interaction achieved statistical significance. Since a significant difference was found for study time, a profile analysis was conducted. The hypothesis of parallelism was rejected and, as a result, the univariate analysis was conducted on each of the dependent variables. The results of the univariate analysis were consistent with the results of the multivariate analysis in that the study time effect was statistically significant for each of the dependent variables, while neither underlining methods nor the interaction was significant. The results of Analysis II revealed that the underlining methods effect and the study time effect did not reach the level of statistical significance. Also, the interaction was non-significant.

The results indicated that underlining did not serve as an orienting stimulus in the present study. This finding was inconsistent with previous research which has supported theoretical explanations related to the effects of orienting stimuli on the retention of written materials. In addition, the results indicated that unlimited study time results in higher total recall, while limited study time results in more efficient learning.

AN INVESTIGATION OF THE READING COMPREHENSION DIFFERENCE BETWEEN VERBAL LEARNING FOLLOWED BY MOTOR SKILL LEARNING AND MOTOR SKILL LEARNING FOLLOWED BY VERBAL LEARNING

Order No. 7905487

WORKMAN, Glenn Oliver, Ph.D. University of Maryland, 1978. 159pp. Supervisor: Professor Clifford L. Nelson

This study was designed to examine the ordinal effect of verbal and motor skill learning upon reading comprehension. Reading comprehension of a machine operator's manual was conceived as a function of the sequential order in which reading (verbal learning) and doing (motor skill learning) were provided in teaching-learning procedure. The investigation involved learning to operate five machines: a duplicator, an animal clipper, a sewing machine, a medium-heavy truck, and a loader/backhoe; and learning the verbal information contained in the corresponding commercial machine operator's manuals.

A population of cooperative education students (N=80) was randomly assigned to two treatment groups. Treatment 1 was a learning procedure whereby students read the machine operator's manual before they operated the machine (conventional method). The learning procedure for treatment 2 was reversed so that students operated the machine before they read the operator's manual (upside-down method). Pedagogy was autodidactic for the verbal learning task and tutorial for the motor skill learning task. A cloze reading comprehension posttest for relevant verbal information contained in the machine operator's manual was administered following treatments. Reading comprehension difference between treatments was determined separately for each of the five machine operator's manuals.

Since a reading comprehension difference attributed to pedagogic order might be influenced by other confounding variables, data were collected for the following entering characteristics of students: familiarity with each machine, intention-to-read each machine operator's manual, reading interest attitude, and reading comprehension ability.

The dependent variable (criterion) was reading comprehension of a machine operator's manual. The independent variables were: verbal and motor skill learning order (treatments), familiarity, intention, reading interest attitude, and reading comprehension ability. Analysis of variance was used to test for a significant (.05 level) difference between the two reverse-order,

verbal and motor skill learning procedures. Multiple classification analysis was used to determine effects among independents. A SPSS, Subprogram ANOVA was used to analyze the data.

Results

There was no significant reading comprehension difference between treatments for any of the five machine operator's manuals. A contradictory difference favoring the upside-down procedure was observed for a set of identical twins.

Variation in the reading comprehension of all five machine operator's manuals due to the joint effect of reading comprehension ability and reading interest attitude was significant: duplicator manual (beyond .001), animal clipper (beyond .001), sewing machine manual (.025), truck manual (.004), and loader/backhoe manual (.098). There were no significant effects due to familiarity, intention or order.

Conclusions

The reading comprehension of these vocational cooperative education students, in the context of operating machines and reading operator's manuals, was significantly affected by their reading comprehension ability and by their reading interest attitude, but not by their familiarity with the machines nor by their expressed intention to read the machine operator's manuals, nor by the order in which they utilized the verbal and motor skill learning procedure. The contradictory difference in reading comprehension for a set of identical twins was explained by a possible confounding effect due to scholastic achievement motivation. The design was recommended for classroom implementation because of its: feasibility, activity pedagogy, emphasis on functional reading comprehension skill, and teaching-learning theory.

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